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ABSTRACT

Summaries are presented of workshop presentations which examined instructional practices that have been used successfully by community college faculty. The report first outlines the workshop agenda and then presents a position paper by Barbara E. M. Cannon, who notes that improved instructional delivery systems are a prerequisite for the success of the community college in times of fiscal constraint. The following presentations, delivered by a panel of five College of Alameda faculty members, are then summarized: (1) Alex Pappas' 13 suggestions for improving instructor/student rapport and the chances of student success; (2) Ida Pound's discussion of techniques that can be used by the instructor to make a positive first impression on students; (3) Pat Kerr's discussion of ten approaches to engineering a positive learning environment; (4) William Bell's explication of his personal teaching style, which centers around a love of the subject matter and a commitment to being honest with students; and (5) Vicki Lockhart's argument that students must be provided with a realistic assessment of their skill deficiencies. The report concludes with an evaluation of the workshop and an outline of the salient points made during three additional panel discussions concerning nontraditional students, basic skills improvement, and the interaction of personality types in the classroom. (JP)

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COLLEGE OF ALAMEDA

AND

CCJCA COMMISSION ON INSTRUCTION

DRIVE-IN WORKSHOP:

SHARING SUCCESSFUL INSTRUCTIONAL PRACTICES

October 17, 1980

The College of Alameda

U.S. DEPARTMENT OF EDUCATION
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SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

CCJCA COMMISSION ON INSTRUCTION AND THE COLLEGE OF ALAMEDA

WORKSHOP SESSIONS

9:00-10:00 Coffee and Registration

10:00-10:10 Welcome and Introductions
Ms. Jeannette Poore, President, the College of Alameda

10:10-10:30 "Ice Breaker"
Mr. William Reiner, English Instructor

10:30-11:20 FACULTY PANEL: Mr. Tom Trent, Moderator
Ms. Vicki Lockhart, Basic Education Instructor
Mr. William Bell, Director of College Choir and Stage Band
Ms. Pat Kerr, Learning Disabilities Specialist, Diagnostician, and Math and English Instructor
Dr. Ida Pound, Business and Accounting Instructor
Mr. Alex Pappas, Psychology Instructor

11:20-11:40 Questions and Answers

11:40-12:00 Break

12:00-1:00 LUNCHEON SPEAKER: Ms. Bonnie Paull, Staff Development Facilitator and Study Skills Instructor, DOING YOUR OWN THING IN EDUCATION-- CAN WE STILL AFFORD IT?
Introduction: Dr. Barbara E. M. Cannon, Member CCJCA Commission on Instruction

SHARING THE WEALTH

1:00 - 2:30 AFTERNOON SESSIONS: Ms. Anita Harris, Faculty Coordinator
Session 1 - Room D116
VIVE LA DIFFERENCE!
This is a presentation of some techniques and materials that can be used in a wide variety of class situations and which will help instructors work more effectively with students who have special needs; e.g., students who are not native speakers of English, students with physical and/or learning disabilities, and students with basic skill deficiencies.

Presenters: Mr. Rick Greenspan, Auto Mechanics Instructor
Ms. Pat Kerr, Learning Disabilities Specialist, Diagnostician and Math and English Instructor

1:00 - 2:30 Session 2 - Room D114

THE PERCEPTION CONNECTION

The focus of this workshop is the improvement of basic skills. Relevant questions that must be raised regarding basic-skills students are:

1) Do students learn what we think we teach?
2) How can teachers motivate students to identify and accept their own role in the learning process?
3) How can the classroom experience be demystified?
4) How can teachers foster growth in an educationally intimidated student?
5) How can the librarian stimulate successful access and effective use of the library resources?

Presenters: Ms. Vicki Lockhart, Mathematics and English Basic Skills Instructor
Ms. Ann Spitzer, Instructor and Librarian

1:00 - 2:30 Session 3 - Room C213

BE REASONABLE; DO IT MY WAY

This is an introduction to Carl Jung's classification of the different ways in which we all function and the implications of these ways for education, personal growth, and professional interaction.

Presenter: Mr. Tom Trent, Psychology and Humanities Instructor, Marriage and Divorce Counselor

2:30 - 2:45 SUMMARY SESSION, Room D116: Ms. Anita Harris, Faculty Coordinator

Five-Minute Highlight Reports of Each Session
WHERE DO WE GO FROM HERE?

2:45 (Optional) Viewing of Videotape "Ice Breaker"

WORKSHOP CREDITS:

Mr. Charles Yannacone, Instructional Design Specialist

FALA Division Office Personnel:
Ms. Lorraine Reyes, Division Secretary
Ms. Grace Mar, Typist Clerk
Student Assistants: Ms. Lois Watson
Ms. Lucille Simmons
Ms. Marilyn Woods

Position paper presented to CCJCA Commission on Instruction
October 18, 1979

by Dr. Barbara E. M. Cannon
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IMPROVING INSTRUCTIONAL DELIVERY IN A TIME OF RETRENCHMENT (HUMAN RESOURCES AS OUR TOP PRIORITY)

Improving instructional delivery in a time of retrenchment can be addressed in the context of the economic realities that affect or impact Community College's educational mission.

The CC's educational mission operationally provides access to education for students above age 18 with varying goals, e.g., pursuit of job related promotional opportunities; pursuit of learning as a hobby, joy, and for its own sake; pursuit of the A. A. Degree and Certificates of Completion, and to meet 4 year college and University transfer requirements.

With declining resources, declining enrollment, and staff attrition, instructional delivery must utilize cost efficient strategies, short range and long range planning, monitoring and evaluation based on the day-to-day realities we face in classrooms and other instructional settings in Community Colleges.

The realities we face include faculty who feel a lack of job security, a lack of abundant resources, and a lack of savoir faire in coming to grips with the accompanying ever present student diversities in basic skills cultural backgrounds, and needs for varying educational experiences to face emerging economic realities.

Faculties in Community Colleges can address varying educational needs of the diversities of Community College student Communities by using practical, economic methods and materials and by using the human resources present in the Community College Community to accomplish educational tasks, goals and objectives in classrooms and other settings.

Improving instructional delivery in this paper is focused on the premise that Community Colleges must begin to perceive human resources as the most viable component. For too long, educational institutions have focused on technology, equipment, materials, latest developments and innovations while taking human resources for granted. This consequently results in a cumulative lack of motivation, initiative and creativity on the part of administrators, faculty, and students. What does this mean? This means

that disuse and neglect result in corrosion, deterioration, and disincentives to fully utilize what is already existing and to devise useful instructional strategies which are practical and readily available.

In a time of limited physical and human resources, there is now a need for administrators and faculty to share with peers and colleagues their innovative successes and strategies.

As stated in the opening, we must utilize planning, monitoring, and evaluation techniques, systematically and periodically (weekly, monthly, quarterly, semesterly, annually, etc.). Where we have been, where we are now, where we are going, and how we will get there must become standard operational procedures in implementing instructional delivery to meet diverse educational needs of Community College students of today.

Utilization of instructional delivery processes that are systematic will minimize crisis orientations, negate reacting to crises, and set in motion success orientations and success behaviors based upon practical, available human resources.

COLLEGE OF ALAMEDA AND CCJCA COMMISSION ON INSTRUCTION
DRIVE-IN WORKSHOP:

SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Panel Presentation by Mr. Alex Pappas,
Psychology Instructor, College of Alameda

USE YOUR HEART AS WELL AS YOUR HEAD OR REPEAT BUSINESS REDUCES HEADACHES

One of the things that has helped his enrollment is having a lot of students take quite a few courses from him; i.e., "Repeat Business Reduces Headaches." Mr. Pappas uses the following approaches:

1. Practices using his heart as well as his intellect in and out of the classroom with his students. We need to make contact with students as human beings.
2. Talks with students and gives them some advice about some of the courses they should be taking. Shows heart, concern, and warmth regarding the academic needs of students. Students seek his help in planning their full programs. Approaches have to be straight and real. The basic goal in the classroom is to eliminate fear in all interactions with students.
3. Structures academic classes so that success is guaranteed, if students put out a little energy.
4. Administers diagnostic reading tests in <u>all</u> of his classes as a first step. Almost everybody takes the test. This makes the teacher's expectations realistic and the students' as well.
5. Tries to keep his expectations higher than what test scores are because if expectations are low, that's the way students will perform.
6. Works out an individualized program of study for students.
7. Gives a lot of take-home tests, a lot of reading and writing assignments.
8. Provides an array of hurdles and assignments to accommodate students' needs and desires for A, B, and C grades.
9. Arranges <u>all</u> classes in a circle to create warmth, permitting students to make eye contact rather than viewing the back of other students' heads.
10. Provides constant feedback in the classroom, permitting students to indicate what they like and don't like about the class.

11. Makes material relevant to students' personal lives.
12. Asks his students what their feeling levels are <u>daily</u> in each of his classes.
13. Tries to learn their first names. Getting to know them is important.

Remember warmth equals heart. Heart equals love. They'll stay and return but it's got to be real. By being a real person yourself, it will work. Today is the first day of the rest of all our lives, and it makes for a better life.

COLLEGE OF ALAMEDA AND CCJCA COMMISSION ON INSTRUCTION

DRIVE-IN WORKSHOP:

SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Panel Presentation by Dr. Ida Pound,
Business and Accounting Instructor, College of Alameda

THE VITAL TEACHING/LEARNING INTERACTION BETWEEN A VERY HUMAN TEACHER AND A VERY HUMAN STUDENT

Perhaps we've reached the stage when we can resist the siren song of sophisticated teaching media by putting them in their proper place; that is, not as an instructional panacea but as adjunctive tools to be used only when pedagogically valuable to augment the vital teaching/learning interaction between a very human teacher and a very human student and never is that interaction so important as on the first day of the course.

The "open door" COA Accounting Principles course is presented a particularly formidable instructional challenge: the absence of pre-requisites for enrollment results in classes of such extreme heterogeneity that students with high aspirations but minimal preparation are sitting next to students with a Baccalaureate or even advanced degrees. The subject itself presents difficulties for even the most capable students requiring the development of high-level cognitive skills and problem solving ability. It also requires a disproportionate amount of the students' study time to master not only the abstract concepts, but the extensive technical language.

Another problem is that the typical accounting text is often the student's greatest learning obstacle (for those with minimal reading basic skills and a challenge even to those with the maximum reading skills). Moreover, students approach the subject with great anxiety, fearful they can't hack the rigorous course and many suffer from quite a low self-esteem. These are difficulties that all community college instructors face in varying degrees and complexity.

How do we fill our mission to raise the competency level of every student who comes to us when confronted with such difficulties? And, in the process, how do we avoid burnout and sustain a drive for excellence in teaching? Basically, I believe the instructor should come on strong immediately the first day and then maintain that pace. It's true, as someone said, we never get a second chance to make a good first impression.

Somehow, we have got to get across to the students that we sincerely accord them their worth and dignity as human beings, especially that we care about them, that we believe that they can succeed (the Pygmalion effect that Alex was referring to) and that we commit ourselves to that end, and put your heart into it, as Alex has indicated. Students intuitively sense a phony, so your enthusiasm for the subject and belief in the students must be obviously genuine to be infectious and therein lies the Success Orientation. (To infect the students with an enthusiasm for the subject and a belief in themselves that will motivate them to persist in their learning.) If you can get them to believe in their success, they'll rise above the most incredible learning obstacles and deficiencies, sometimes in spite of us.

A case in point, on the very first day of class, my students are given an appetite wedding crash course in accounting with lots of Italian thrown in, an awareness of caring about their fellow students, an understanding that success comes from competing with themselves, and an appreciation of self-worth. Using two overhead projectors to quickly and graphically stress the main points and displaying high energy, while walking around the room to direct attention to each student, are effective techniques for getting the undivided attention of all students. When you look them straight in the eyes, it's very difficult for them to go to sleep. Calling for strong and loud responses from the class as a whole, as well as from individual

students are mutually energizint to teacher and students and accomplishes total involvement.

The students normally enter the classroom as strangers, fearful of the subject and secretive about their deficiencies. But, when they leave, they're usually laughing, chatting, and friendly toward one another knowing that they had succeeded in learning a lot at that lesson, and looking more hopeful about succeeding in the entire course. Specifically, the first day's lesson accomplishes at least the following: a relevancy of the subject for academic, professional, and personal goals. Before they leave they are convinced that they are going to acquire decision-making tools to take command and control over their personal lives and be able to make rational choices as a result. Also, to convince them that by acquiring these decision-making tools that they can say truly that <u>they are the hammer rather the nail; the dog rather than the tree</u>, as they proceed. To build self-concept as a result, I call them the cognoscenti (e.g., they are privileged people who are developing tools and developing knowledge which are <u>not</u> common and as a result they will have an insight and an awareness about their lives that most people don't acquire). And, every opportunity I get, I call them the cognoscenti. It makes them feel very important. They also are impressed with the importance of the <u>tremendous</u> expansion of their vocabulary. I talk to them even about the social advantages of having this enormous vocabulary that it could in fact impress their partners or spouses or whatever the case may be.

I also use multi-media methods so students can more easily grasp the abstract concepts, especially helpful for those students with a limited command of English, such as our students of foreign extraction. Also, as President Poore indicated for students with very limited basic skills somehow we have got to be able to convey those concepts while they're acquiring the skills necessary to go on. Also, the multi-media methods provide for individualization and flexibility.

But the most important thing is that the teacher comes on strong with a larger than life enthusiasm. I equate it to the opera. You just simply have to come on strong and you mustn't be afraid of looking foolish. You just simply have to ham it up and you must dramatize that the important decision they ever made in their whole lives was when they walked in that accounting room door. And that it's going to be enormously beneficial. That kind of spontaneity, that kind of enthusiasm, they know that it's a put on, but we enjoy the joke together. And you just have to risk looking foolish. I think you'll find invariably that the students are laughing with you not at you.

Perhaps it helps that I'm an Italian hugger. Alex is a nurturing person. I guess I am, too. But that affection toward the student sets a <u>non-threatening</u> learning climate that helps them to relax so they can learn better. And why not? It makes me feel better. I love the students and I feel great about it and I always talk about how wonderful the students are and I get impatient when people say to me, "Oh yes, Ida, you get the cream of the crop." No, I <u>don't</u> get the cream of the crop. But I sure make it my mission that they'll be the cream of the crop when they leave.

Each instructor has his or her inimitable style, as Alex pointed out. You will each of you adopt your own approach to whatever it is that you need to do to turn on that first day but which can be expressed fully to reach the students. Make that <u>crucial</u> first day set the stage for fulfilling your potential as a teacher as well as motivating your students.

COLLEGE OF ALAMEDA AND CCJCA COMMISSION ON INSTRUCTION

DRIVE-IN WORKSHOP:

SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Panel Presentation by Ms. Pat Kerr,
Learning Disabilities Specialist, Diagnostician,
Math and English Instructor, College of Alameda

LOOKING AT OURSELVES AS SUCCESSFUL ENGINEERS

Approaches utilized:

1. Personal Contact and Interest Personal contact and interest in the students is the linchpin (the main kind of thing that will attract and keep students in your classes).
2. Introduce Campus Resources Things I do try to do to help students realize that I am in fact interested in them are to make the point of trying to introduce them to other people on campus when they need some type of special service. For instance, if I have some students in my writing section who need to do some work learning how to do a research paper. One of the things I will do is take them to the library and introduce them to a librarian and actually have them work with this librarian. I may ask one of the librarians to help students learn how to use the Readers' Guide. I will invite counselors up to the classroom. The nurse occasionally comes up to the classroom because one of the things I do is diagnostic work with the students who are suspected of having learning disabilities. As part of our regular diagnostic workup, the nurse does an audiometric examination. This gives students a chance to actually meet people. If I can't take them personally, I try to call on my office phone with the students right there and set up a conversation between the student and another faculty member. I think this personal contact is very important for all of us.

I also like to ask my students, "What's happening with you? What's going on?" I may do this after the class is over and I may do this in passing while I'm working with students in my classes. I try to find out what's happening in their personal lives. Some of them, of course, show no hesitation. They will

share that immediately. But I think it helps them to know we're interested in them as people and not as someone just occupying a desk.

3. Emphasize Achieving Success Orientation I think another thing that is true with teachers and generally with staff around the college: We're all successes at the system. And many of our students are not or have not been in the past. But, in spite of the fact that I can come here and say I have my degrees, I got my success with the system, I certainly haven't been perfect by a long shot. So, one of the things I try to do is help my students see me as a person who has been successful at some things but also has taken a nose dive on others. So, for instance when I'm teaching, I share experiences about things that happened to me in school (problems that I had learning certain types of things).

   For my students who have learning disabilities, I'll share with them what seem to be problem areas in my own learning process. I think this helps them to see me as a person.

4. Emphasize teacher as a personal human being. Finally, all of my students know me by my first name. I call them by their first name and they call me by mine. I feel comfortable with this. I feel this is another thing that helps students, not only see me as a person, and realize that I see them as a person, but, to make another point, to help them realize that in my class I feel that I and my students are in this kettle of soup together and that I prefer them to see me as someone working along with them rather than from a hierarchical point of view as someone perfect who has all of the answers. Students need to realize this.

5. Emphasize students helping each other. I don't stand in front of the room. I usually have students working in groups around the room. I encourage students to help one another, become involved, and to take responsibility for their part of the

learning process. I encourage especially some of the returning students who know the ropes already, who are familiar with my way of doing things to help other students. I say, "Let's help each other. Knowledge is to be shared. It's not something to be hogged by a few privileged people and to be doled out crumb by crumb with persons standing in line waiting to get all of these little gems and wonderful pearls of the riches we're trying to hand out to them.

6. Utilize pre and post testing. I do a lot of testing with my students before they even come into my classes. We also do pre and post testing. I feel there shouldn't be any secrets from students. They're adults.
7. Help students understand test results. I sit down with them and talk with them about the test results. They have a summary copy of the results. I try to help them to understand what it all means both those things that are positive as well as things that are problems for them. I think it's important for us to help them to understand, if they're having problems as well as if they are showing strengths in areas, how to use these to help themselves. How to set themselves up to be successes at the system rather than to always think in terms of: These are problems and concentrate on only the negative aspects of things.
8. Help students understand their strengths and weaknesses. I try to help students come to understand what their own learning strengths and weaknesses are.
9. Use strategies that encourage students to help others by maintaining appropriate environments for learning. I think this is very important when I'm sitting around with a group of students, the students are asked to assist. For example, if a student has a problem focusing his/her attention due to getting very distracted, I will say, "This is a problem that you have. I'd like to have the rest of you help Jack by trying to be as quiet as possible when you're working because Jack has difficulty, even with small, even very low noises even way across the room.

So, will you please try to keep it down when you are working." I try to help students use this knowledge so that they can find their best combination and they can use their strengths to work around their weaknesses.

I may suggest that a particular student go over to AV and check out the audiotape unit that goes with a particular lesson because his/her strength lies in the auditory area. I may suggest the opposite to another student. I will suggest that this student when reading pay particular attention to the diagrams. "I do not want you to do this by reading this aloud. I don't want you to use a tape recording that accompanies this because you learn better in a visual fashion." To another student, "You may take a unit for one of your biology classes off into a corner and read it out loud to yourself because you learn better by getting some auditory input."

These approaches help students learn how to engineer their own learning environment so they can be successful not only in my class, but in other classes and other kinds of learning situations outside of school that they are going to encounter.

10. Take the long view. It's important for us as teachers to take the long view to see what can I show the student that will help him/her later. It is important to tell them frequently when they are doing well and I mean when they are doing well. If I tell someone, "You're doing a good job," and I don't really believe it, that's not going to work because they pick up phoniness. If a student makes an error, I don't make a big production about it; I merely say, "I think a better way of doing this is . . . ." I try to accentuate the positive honestly and not ignore any problems they're having, but to simply deal with them and say to them, "Keep asking, keep asking, if you don't understand, keep asking because I expect you to do this."

Our jobs as teachers really involve around engineering a learning environment for students that will allow them to be successful. I think we can do this in many ways. There are a lot of technical ways that teachers can use in any situation; e.g., readability approaches, dealing with text layouts, text selection, etc. We can look at ourselves as successful engineers.

COLLEGE OF ALAMEDA AND CCJCA COMMISSION ON INSTRUCTION
DRIVE-IN WORKSHOP:
SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Panel Presentation by Mr. William Bell,
Director of College Choir and Stage Band

UNIQUENESS OF TEACHING STYLE AND APPROACH

It has been reported that the members of this panel have been chosen for their record of success in the classroom. If we have indeed been successful, it occurs to me that our success, great or small, can be attributed to a uniqueness of style and approach. I will attempt to share some of those aspects which characterize my teaching style.

First and most important, the excitement, inspiration, electricity, and intense, positive feelings for my subject must begin with me. I must first be convinced that music is the greatest thing since "7UP" before I can share the aesthetic experience or convince anyone that the effort is worthwhile.

My approach is largely inspired from a practical view of education rather than a philosophy based heavily on aesthetics. I tell my students from Day One that it is very important to eat well and enjoy the quality things of life. This is only possible if the educational end-product agrees with what the job market requires. I never hesitate to use my professional contacts in acquiring positions for students. Students need to know that there is a monetary reward for education.

I believe very strongly in telling students the whole truth. I find that most students have an inaccurate view of what is waiting out there in the real world. I believe that education in general has failed young people in that not enough opportunities are available to learn and prepare for the many and various roles we all must play.

One of the meaningful occurrences during the quarter is the meeting for music majors, which is always held on the first Friday of the term. The meeting is informative for me as well as for the students. We discuss professional goals for the future and how best to achieve them.

This meeting is then followed by individual appointments. Students must know: 1) what it means to be a musician, 2) what the expectations are at the university level, 3) what chances they have for success, 4) where they can go to get sufficient training, 5) the uncertainties of being an artist, and 6) the politics of surviving as an artist.

During my individual sessions, I always ask students what personal characteristics are clearly noticed when meeting someone for the first time. Together, we come up with a list which reads: skin color, speech, height, weight, posture, facial expression, dress, etc. I am then quick to point out that all of these characteristics belong to their promotional package. No career can flourish without promotion. The world is very cruel to the unsophisticated artist. College affords the opportunity necessary to gain skill and confidence in those areas we can change.

Lastly, to become a fine musician requires dedication, courage, and discipline, in addition to talent. My credibility as an artist and teacher rests on my ability to project those characteristics.

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COLLEGE OF ALAMEDA AND CCJCA COMMISSION ON INSTRUCTION

DRIVE-IN WORKSHOP:

SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Panel Presentation by Ms. Vicki Lockhart,
Basic Education Instructor, College of Alameda

PROVIDING REALISTIC FRAMEWORKS THAT OUR STUDENTS NEED TO COPE

It's nice to be nice, but it's nicer to be realistic when you're dealing with students. I think one of our charges is to be able to provide that realistic framework that students especially in basic education areas need to deal and cope with. I believe we need to develop a means of identifying "high risk" students in an early stage. We need to be able to provide honest and realistic counseling. We need to be able to help them identify their basic skills deficiencies.

It is ludicrous to allow students to enroll in classes that they are ill equipped to deal with. Often, we have students for three or four years on a two-year campus. At the end of that time, they still have not achieved the kinds of skills that we would wish.

I have personal difficulties with mass testing. I haven't resolved them, but we need some means of identifying needs students have and some means of providing programs for students to cope with those needs. We find that some students do better in individualized classes. We can work very effectively individually.

I'm a nice, caring, loving teacher, a strict teacher sometimes, a demanding teacher sometimes, but it takes more than an isolated instructor. It takes institutional commitment. We need to design programs that are open end that aren't based on ADA requirements but based on mastery of content where students can enter and leave when it's appropriate.

Students are tough. They have had to learn how to survive. They enjoy success. Often, many haven't had many opportunities at success, but it's fun. I try to share with my students that learning is fun. I don't want to do anything all day long that isn't rewarding and that isn't fun. If we don't take ourselves too seriously,

and we're able to say, "It's OK to make mistakes, I make them all the time." It's OK to know that it's possible to succeed. A basic premise of education is that there is nothing that can't be taught to some degree. A premise of counseling is that there is nothing we cannot say to a student. We can be honest. It's OK to say, you need to work in these areas. It's OK to say that you're deficient, but there's a way for you to improve. Because one of our goals and one of our charges is to prepare that person for the outside world. If we can't say that what you've learned here is transferable, then we're wasting our time. I don't want a student to function here on campus. I want him/her to be able to function outside in the real world. We need to be able to develop those kinds of connections and have that kind of end goal for all of our students.

I have particular concerns for students with skills deficiencies because it's a long hard road. We know that during elementary school, we allow six years to learn through the sixth grade in terms of reading level. We're impatient when we get older, but it's not realistic to believe that a student can come in reading at the second grade level and in one quarter have that student operating at the kind of level we would like to see. We have to be able to give students a realistic picture. Sometimes it's sad and gives one a heavy heart. But it's less kind not to be honest and less kind not to let students have a realistic view of what it's going to take for them to make it. They're not kind out there when they say, "You can't cut it on this job."

Therefore, we must all be honest, care a little, do, and commit a little using our various personal ways of showing we care. I spend as much time teaching English as I do math in my class. I think we all have to do that. We have to look at the whole student. We need to be concerned about how they are doing in their other classes. I don't want them just to be good math students. I want them to be

good students. I want them to succeed. Success has clues. I want to identify those clues for them and show them what happens when they start changing behavior and start substituting poor behaviors for successful behaviors.

COLLEGE OF ALAMEDA
Fine, Applied, and Language Arts

November 6, 1980

MEMORANDUM

TO: CCJCA COMMISSION ON INSTRUCTION AND WORKSHOP PARTICIPANTS

FROM: Barbara E. M. Cannon, Assistant Dean, Fine, Applied, and Language Arts Division, College of Alameda

SUBJECT: EVALUATION AND SUMMARY REPORT OF DRIVE-IN WORKSHOP: SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES

Sponsors: The College of Alameda and CCJCA Commission on Instruction
Date of Workshop: Friday, October 17, 1980
Location The College of Alameda
Time: 9:00-2:45

A total of 106 persons were in attendance. 35 (33%) were from the College of Alameda. 71 (67%) were from other California community colleges. 22 (21% of those attending) evaluation forms were submitted.

Included in this report:

1. Summary of the evaluations submitted.
2. List of the participants and their colleges.
3. Highlights from the afternoon sessions.

BC:lr

LIST OF PARTICIPANTS

1) COLLEGE OF ALAMEDA
- Mike Wirth
- Robert O'Hare
- Cecil Webb
- Hector Lopez
- Edythe Chan
- Marlys Mayfield
- Ida Pound
- Barbara Cannon
- Lorraine Reyes
- Grace Mar
- Lucille Simmons
- Marilyn Woods
- Bonnie Paull
- Tom Trent
- Alex Pappas
- Bill Bell
- Vicki Lockhart
- Pat Kerr
- Rick Greenspan
- Ann Spitzer
- Jeanette Poore
- Chuck Yannacone
- Jim Harding
- Pat Marie
- Anita Harris
- Bill Reiner
- Elfriede Spenza
- Cornelia Field
- Otis Brock
- Cecil Draper
- Adelina Giuntini
- Edna Froehlich
- Frank Poulos
- Gunther Puschendorf
- Helen Sillman
- Dale Bartlett

2) AMERICAN RIVER COLLEGE
- Jan Aldrich
- Bill Haney
- Dick Rasor
- Bud Martin
- Clarence Martin

3) CABRILLO COLLEGE
- Fred Levy

4) CAÑADA COLLEGE
- Carey Roth

5) CERRITOS COLLEGE
- Nova Jean Weber

7) CHABOT COLLEGE
- Helene Looze
- Kenneth Williams
- Albert L. Lewis
- Chester Rhoan

8) COMPTON COLLEGE
- Carmel J. Ramsey

9) COSUMNES RIVER COLLEGE
- Babera Hoffman

10) COLLEGE OF THE DESERT
- Douglas Garrison

11) DIABLO VALLEY COLLEGE
- V. W. Woolbright

12) EL CAMINO COLLEGE
- Sallie Brown
- Joy Ambrosetti

13) EVERGREEN VALLEY COLLEGE
- Carolyn Kalb

14) FOOTHILL COLLEGE
- Diane Duckworth
- Mayan McNeill
- Ann Connor

15) GAVILAN COLLEGE
- Mike Connor

16) INDIAN VALLEY COLLEGE
- Janet Barr
- Helayme Waldman

17) LANEY COLLEGE
- Adam David Miller
- Ronald Arrington
- Velma Nance

18) LASSEN COLLEGE
- Faith Koller
- W. Mike Mayers

19) LOS MEDANOS COLLEGE
- Margie Singler-Miura

20) COLLEGE OF MARIN
- Alexandra Hall

21) MERRITT COLLEGE
- George Sheldon
- Melvin Newton
- Glenna Bryant

22) MODESTO JUNIOR COLLEGE
- W. Ted Hamilton
- Ron Manzoni
- Richard Sweeney
- Larry Thorson

23) NAPA COLLEGE
- Sondra Jennum

24) ORANGE COAST COLLEGE
- Robert Bryan

25) PALOMAR COLLEGE
- C. Ann Brink

26) SACRAMENTO CITY COLLEGE
- Marguerite J. Jones
- Dorothy H. Bohr
- Don Gaff
- Clyde McMillan
- Patricia McHugh

27) CITY COLLEGE SAN FRANCISCO
- Charlotte Ruffini
- June Gaines
- Iole Matteucig
- April Flowers

28) SAN FRANCISCO COMMUNITY COLLEGE CENTERS DIVISION
- Roger Cott
- George Woodward

29) SAN JOAQUIN DELTA COLLEGE
- Dina Beckwith
- Norma Yeoman

30) COLLEGE OF SAN MATEO
- Pinney G. Wilson

31) SANTA ROSA JUNIOR COLLEGE
- Diane Kazan
- Ernest Martinez
- Bonnie Panizzera
- Val Reid

32) COLLEGE OF THE SEQUOIAS
- Steve Dorei
- Judy Jo Jones

33) VISTA COLLEGE
- Ione Eliff

SUMMARY OF RESPONSES TO EVALUATION: "SHARING SUCCESSFUL INSTRUCTIONAL APPROACHES"

22 Responses Out of 106 Persons Attending (21% Response) Friday, October 17, 1980

1. TO WHAT EXTENT WERE COST-EFFECTIVE METHODS PRESENTED USING PHYSICAL RESOURCES ALREADY AVAILABLE?

Completely	Considerably	Somewhat	Not At All	Unsure	Total
3	6	6	3	0	18
16.7%	33.3%	33.3%	16.7%		100.0%

COMMENTS
MORNING:
1) Considerably
2) Somewhat. I guess the idea of testing applies to this
3) Considerably
4) Not at all
5) None
6) Considerably
7) Not at all
8) Enjoyed the Ice Breaker very much
9) Main pillar in D116 made visual obstruction. Buzzing neon lights made listening difficult
10) Banal

LUNCHEON:
1) Completely
2) Not at all, not much
3) Completely
4) None
5) Considerably
6) Somewhat
7) Best part-useful

AFTERNOON:
1) Completely
2) Using library, textbooks, etc.
3) Completely
4) Somewhat
5) Not enough time to share ideas
6) None
7) Effective seating (rug room)
8) Considerably

Miscellaneous Comments:
1) Don't understand question. Does this relate to the conference or to suggested teaching methods?
2) Don't understand this question.

SUMMARY OF RESPONSES PAGE TWO

2. TO WHAT EXTENT WERE METHODS PRESENTED USING HUMAN RESOURCES ALREADY AVAILABLE?

Completely	Considerably	Somewhat	Not At All	Total
6	9	3	1	19
31.6%	47.4%	15.8%	5.3%	100.0%

COMMENTS
MORNING:
1) Considerably
2) I picked up several good ideas.
3) Considerably
4) Well chosen panel
5) Somewhat
6) Some excellent speakers
7) Completely
8) Somewhat
9) What can I say? More than 15 people's experiences were shared! Excellent.

LUNCHEON:
1) Completely
2) Idea of how to implement ideas that continue
3) Excellent speaker
4) Somewhat
5) Excellent speaker
6) Completely
7) Completely

AFTERNOON:
1) Completely
2) How teacher sets climate to get best from students
3) Vive La Difference excellent. Gained great, new ideas for our ESL students. I found the presenters and their ideas very exciting and valuable, even when reviewing ideas I already knew.
4) Somewhat
5) Felt that leaders monopolized the time too much
6) Considerably
7) Outstanding
8) Completely
9) Completely

Miscellaneous Comments:
1) Don't understand question

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SUMMARY OF RESPONSES PAGE THREE

3. TO WHAT EXTENT WERE SUCCESS ORIENTATIONS (ATTITUDES, CONCEPTS, IDEAS, PHILOSOPHY, AND COMMITMENT) SHARED AS THEY RELATE TO FOSTERING STUDENT ACHIEVEMENT?

Completely	Considerably	Somewhat	Not At All	Total
8	6	1	0	20
40.0%	55.0%	5.0%		100.0%

MORNING:

1) Completely. All speakers were positive and skilled communicators.
2) Not enough time for questions and comments after panelists finished their presentation.
3) Considerably
4) Considerably
5) Some speakers were too general
6) All good
7) Considerably
8) Excellent presentations and nice mixture of personalities
9) Somewhat
10) Very well done! Enjoyed/refreshed by humanistic view of teaching!
11) Completely
12) Completely
13) Remarkable!
14) Good comments as far as they go. Oriented to minority or low income population centers. Weak on professionalism and realistic role modeling.

LUNCHEON:

1) Considerably. She was positive and communicated well.
2) Considerably
3) Considerably
4) Informative, refreshing, and well presented
5) Completely
6) Good, in relation to faculty!
7) Completely
8) Completely
9) Outstanding!

AFTERNOON:

1) Completely. Both speakers addressed this.
2) Somewhat
3) All good
4) Completely
5) Completely
6) Excellent! Enjoyed Session 3 workshop! Helped me laugh at myself and look to new possibilities for students!
7) Completely
8) More instructor oriented

SUMMARY OF RESPONSES PAGE FOUR

4. TO WHAT EXTENT WERE SUCCESS BEHAVIORS, STRATEGIES, ETC., SHARED AS THEY RELATE TO DAY-TO-DAY TEACHING, ADVISING, EVALUATING, ETC.?

Completely	Considerably	Somewhat	Not At All	Total
3	12	6		21
14.3%	57.2%	28.6%		100.0%

COMMENTS

MORNING:

1) Considerably
2) Ms. X and Mr. Y best here
3) Considerably
4) Considerably
5) Again, some speakers too general
6) Good
7) Considerably
8) Somewhat
9) Enjoyed it!
10) Considerably
11) Somewhat
12) Remarkable!
13) Ms. A and Mr. Q seemed most realistic. Others too idealistic--too emotionally based.

LUNCHEON:

1) Considerably
2) Considerably
3) Considerably
4) OK
5) Considerably
6) Somewhat
7) Outstanding!

AFTERNOON:

1) Considerably. We could have role played a teaching a strategy for ten minutes.
2) Considerably/Completely
3) Somewhat
4) Good
5) Completely
6) Completely
7) Excellent!
8) Considerably
9) Completely

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5. TO WHAT EXTENT ARE APPROACHES APPLICABLE TO A VARIETY OF DISCIPLINE AREAS? (COLLEGE TRANSFER, VOCATIONAL, BASIC SKILLS, PERSONAL GROWTH AND ENRICHMENT COURSES)

Completely	Considerably	Somewhat	Not At All	Total
5	8	6		19
26.3%	42.1%	31.6%		100.0%

COMMENTS
MORNING:
1) Considerably
2) Considerably
3) Somewhat
4) Applicable to basic skills, others lesser so
5) Somewhat
6) Somewhat
7) Considerably
8) Considerably
9) College transfer not at all; vocational, basic skills, personal growth and enrichment courses somewhat

LUNCHEON:
1) Considerably
2) Completely
3) Considerably
4) Somewhat
5) Somewhat
6) Considerably
7) Completely

AFTERNOON:
1) Considerably
2) Completely
3) Somewhat
4) Considerably
5) Completely
6) Completely

6. TO WHAT EXTENT ARE APPROACHES APPLICABLE TO SPECIFIC DISCIPLINE AREAS?

Completely	Considerably	Somewhat	Not At All	Total
1	10	6	1	18
5.6%	55.6%	33.3%	5.6%	100.0%

COMMENTS
MORNING:
1) Good but a little redundant
2) Considerably
3) Completely
4) Considerably
5) Somewhat
6) Somewhat
7) Considerably
8) Almost no attention paid to the commitment an educator must have to a discipline o field of knowledge. Except Mr. Y's commitment to students is being met on time. He should be concerned with expertise building in the field of psychology.

LUNCHEON:
1) Lunch was only fair but Bonnie's great talk made up for it
2) Considerably
3) Considerably
4) Somewhat
5) Somewhat
6) Somewhat

AFTERNOON:
1) Excellent session
2) Considerably
3) Completely
4) Considerably
5) Somewhat
6) Completely
7) Somewhat

9. TO WHAT EXTENT WAS THERE SHARING AMONG CONFERENCE PARTICIPANTS?

Completely	Considerably	Somewhat	Not At All	Total
	9	9		18
	50%	50%		100%

COMMENTS
MORNING:
1) Considerably. "Ice Breaker" good plus. I was lucky enough to find some people to network with on resources and ideas.
2) Considerably
3) Somewhat
4) Again, not enough time
5) Somewhat
6) Lack of time and a structure for such sharing, but the conference was more than worth the time
7) Somewhat
8) Good!
9) Somewhat

LUNCHEON:
1) Considerably. I surrounded myself with people who share. Speaker shared good ideas.
2) Completely
3) Somewhat
4) Considerably
5) Very good participation from group - very RELAXED!
6) Somewhat

AFTERNOON:
1) Considerably. Good, people participated freely
2) Considerably
3) Somewhat. Conference mode did not match ofjectives; no assessment of conferees'
4) needs
Completely
5) Considerably
6) Somewhat

10. WHAT INFORMATION SHOULD HAVE BEEN INCLUDED AND/OR EXPANDED? PLEASE SPECIFY.

1) Implementing the concepts in the classroom. Probably a follow-up sheet of conference participants so we can continue to network. I would like to see teaching demonstrations with us as students
2) Not information, but interaction was needed
3) Idea swap should have been expanded.
4) Groups of similar interests; e.g., English, Math, Science, etc. Should have had time to discuss common problems
5) See previous comments

11. WHAT INFORMATION SHOULD HAVE BEEN DE-EMPHASIZED OR ELIMINATED? PLEASE SPECIFY.

1) Too much repetition
2) Lecture mode should have been de-emphasized
3) Personal anecdotes by each main speaker regarding personal lives
4) See previous comment

12. OTHER COMMENTS ON THIS WORKSHOP:

1) Best workshop I've attended in many years!
   AV System only fair, however.
   Lunch was the only weak link.
   Over all excellent
2) I enjoyed a "Think Positive, Act Positive" orientation and the chance to network. Ice Breaker was great!
3) A good job! Very worthwhile. See presenters for ideas on improving readability of this questionnaire
4) There were some real gold mine revealed to us today. Lots to ponder, to adapt, and to share. Thanks! The Ice Breaker could have included questions like "Find a person who uses PSI behavioral objectives, large lecture and small discussion, etc." Then we could have found people to have follow-up discussions and even to write to and still have developed the kind of warmth and openness (the goal).
5) Very well organized. Lunch speaker was good.
6) Nice job.
7) Very worthwhile!
8) I resent spoken to as though I were a child.
9) Thank you.
10) Well organized. Excellent guest speaker.
11) As this was the best one of these B. E. workshops I have come to, I am happy with the material presented. However, I would like to have had the opportunity to attend two of the afternoon sessions instead of one. Thank you.
12) Meeting others "doing same thing" in different ways - always enjoyable and edifying - minor point: Edit the questions for the "Ice Breaker"
13) Sorry. I don't like this evaluation form. This was a very successful conference. Your teachers were excellent. Your lunch was poor. The audience was responsive and cooperative. I'm taking a lot back.
14) Flyers were misleading - This was more of a "growth" workshop for individuals. Old material, overused and of questionable value to me. Others appear to have been pleased with the day. I felt misled by the flyer and had hoped for campus-wide examples of programs, systems, and structures.
15) I received input on Basic Skills from talking individually with other people. This I feel has been very beneficial.

Session 1 - Room D116

V I V E L A D I F F E R E N C E !

Presenters: Mr. Rick Greenspan, Auto Mechanics Instructor
Ms. Pat Kerr, Learning Disabilities Specialist, Diagnostician, and Math and English Instructor

Presents techniques and materials that can be used in a wide variety of class situations and which will help instructors work more effectively with students who have special needs; e.g., students who are not native speakers of English, students with physical and/or learning disabilities, and students with basic skills deficiencies.

A. Ms. Pat Kerr

"What can we do to make a difference?"

1. Use readability formulas in several ways:
   a. To select and check out reading levels of texts to see if they match students' reading levels.
2. Use the Smog Index and Fry Index for checking readability levels.
3. Check Readability Levels of our test questions to make sure they are appropriate levels matching students' reading levels.
4. Test our presentations and lectures by video and audio taping them to sample and determine the levels we are speaking to the students.
5. Provide two sets of tests with the same questions - one at a higher level and one at a much simpler level.
6. Help students become aware of their learning preferences.
   a. Auditory Learners like to learn by listening or learn best by listening. Example: Spelling words out loud.
   b. Visual Learners like to learn visually. Example: Writing out words.
   c. Kinesthetic Learners like to learn by touching or feeling; e.g., using muscles (psychomotor).
7. Provide visual comfort for our students by drawing writing lines on items for students to write answers. Leave plenty of space between items.
   a. Use 4 x 6 cards as pacers to cut out visual stimuli coming up in reading textbooks and taking tests.
   b. Leave wide margins on anything we hand out to students. Students can write their own comments and instructors can write comments for students in wide margins.
   c. Make certain that the type is large enough and comfortable to read for the students.
   d. Provide multi-level and alternative materials, books, and handouts so students may begin at easier levels and move on to more difficult levels. Students may choose from a variety of levels if a variety of materials is available.

B. Mr. Rick Greenspan

Successful approaches;

1. Provide practical applications and handouts for use with auto mechanics students. These are used with ESL students and other students, many of whom read at ninth grade level.

2. Have students write out summaries of what they have read. This helps the kinesthetic and visual learners especially.
3. Instructor puts lecture notes on the board so that students copy what is on the board and add their own details. This is important for all learners, the auditory learners who must hear, visual learners who must see, and kinesthetic learners, who must feel what they have written.
4. Rewrite instructional materials in booklet formats in large type using indicators such as Step 1, Step 2, with pictures in large type, easy for students to read.
5. Provide videotapes for students who need to view the demonstration. Videotapes are useful for students who have missed demonstrations, although videotapes are not as effective as the booklets nor as cheap. However, videotapes are effective for students who need to see demonstrations or review demonstrations they have missed. Showed a videotape of a female student demonstrating methods of reconditioning valve guides.

Session 2 - Room D114

THE PERCEPTION CONNECTION

Presenters: Ms. Vicki Lockhart, Mathematics and English Basic Skills Instructor
Ms. Ann Spitzer, Instructor and Librarian

Focused on the improvement of basic skills. Relevant questions were raised regarding basic skills students:

1. Do students learn what we think we teach?
2. How can teachers motivate students to identify and accept their own role in the learning process?
3. How can the classroom experience be demystified?
4. How can teachers foster growth in an educationally intimidated student?
5. How can the librarian stimulate successful access and effective use of the library resources?

Successful approaches:
If techniques work, use them. If not, don't keep using them. Try other techniques.

1. Set a climate that is open so students will feel good about learning, feel free to ask questions and ask for help from the point of view students.
2. Keep students focused on success by providing success clues, such as emphasizing competition with one's self, setting goals of competency, understanding body rhythms, time management, knowing deadlines for all of their classes, and learning how to meet them.
3. Do not assume that students already know certain skills such as outlining, organizing, taking lecture notes, etc. Provide the skills, as you teach, by placing outlines and other clues on the board.
4. Teach basic study skills, time management skills, and the processes of how to be a student.
5. Use and provide checklists for students and the instructor to make sure that students check off the skills that they are learning. Checklists will help students be aware of the processes and behaviors that they are developing.
6. Coordinate the teaching, learning, and development of skills needed in other courses that students are taking so that they can pass state board exams and get jobs.
7. Teach students how to drop defense behaviors to get help and to overcome covering up what they don't know or understand.
8. Use sight, hearing, and kinesthetic approaches in teaching.
9. Concentrate on and be aware of what student does in the learning process as you teach.
10. Teach library techniques using two approaches - one in the classroom and one in the library:
    a. Provide handouts with skills and tips on using the library such as how to use the Reader's Guide
    b. Make handouts covering skills students keep asking about. Handouts can serve as references for repeated student use and review as well.
11. Don't assume any prior knowledge of how to study; go from scratch. Begin to perceive how to teach basic skills and to perceive how much emphasis must be placed on basic skills to foster student success in learning.

Session 3 - Room C213

B E R E A S O N A B L E : D O I T M Y W A Y

Presenter: Mr. Tom Trent, Psychology and Humanities Instructor, Marriage and Divorce Counselor

The workshop focused on Carl Jung's personality types:

A. Introverted and Extroverted
B. Sensitive, Orderly, Rigid; and Intuitive, Flexible, Not Orderly
C. Pure Logical and Value Oriented

Successful approaches:
Become aware of our own personality types and those of our students in order to modify and adapt our instructional behaviors. We as instructors perhaps go into classrooms with our personality types and we say to students, "These are our rules. Be Reasonable, do it my way," thus forgetting that different students can sometimes learn best from behaviors and orientations different from ours.

As instructors, we can learn from each other how to develop and grow in using other orientations and behaviors. We can team up with instructors with personality types different from ours. We can become aware of our orientations in order to develop new approaches. We can learn from the strengths of the opposite types.

Being reasonable is being in tune to what the students need. Otherwise, perhaps the one unreasonable is the instructor.

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